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AUTHOR Solliday, Michael
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ABSTRACT

Comparison between the results of a 1977 and a 1982 census of secondary school course offerings in Illinois indicated that in high schools the proportion of enrollment in all social studies combined decreased from 1977 to 1982 but the proportion of enrollment in the traditional courses remained relatively stable. Census data were collected from 489 public junior high schools and 719 high schools. The traditional social studies courses of United States and American history, world history, and American government accounted for over half of all the social studies enrollment in high schools. United States history and social studies courses accounted for the majority of enrollment in junior high schools. High schools of 1000 or more enrollment offered an average of twice as many social studies courses as schools with less than 200 enrollment. Almost half of the social studies courses offered in high schools are full year courses. In junior high schools, over 80 percent of the courses are a full year in length. Almost three-fourths of the social studies courses offered in high schools are elective, although some may satisfy a general requirement for credit in social studies. (IS)

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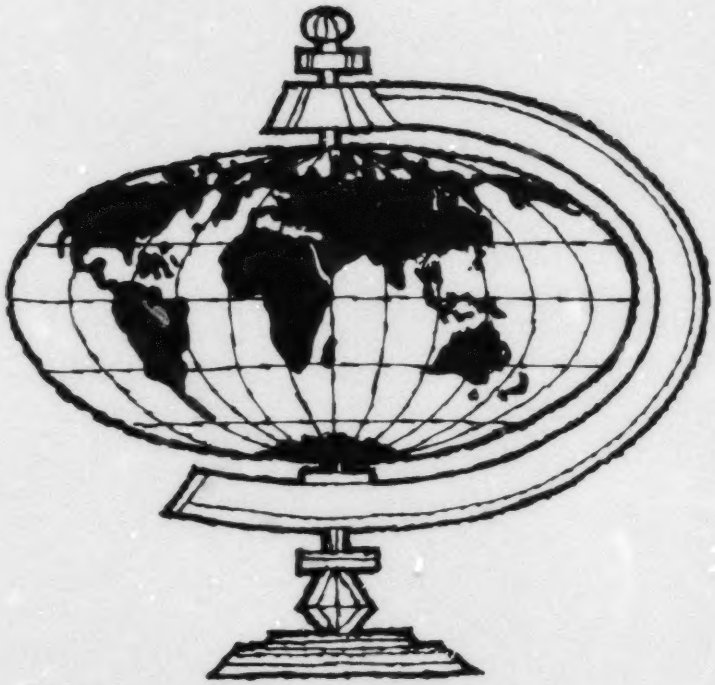


Special Report on Social Sciences

SS016689

ILLINOIS SECONDARY SCHOOL COURSE OFFERINGS, 1982

Special Report on Social Sciences

August, 1984

ILLINOIS STATE BOARD OF EDUCATION

WALTER W. NAUMER, JR.
CHAIRMAN

DONALD G. GILL
STATE SUPERINTENDENT OF EDUCATION

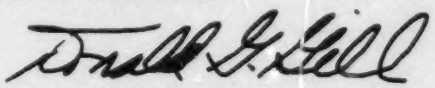
DEPARTMENT OF PLANNING, RESEARCH AND EVALUATION
RESEARCH AND STATISTICS SECTION

FOREWORD

In 1977 the Illinois State Board of Education in cooperation with the Illinois Association for Supervision and Curriculum Development conducted a Census of Secondary School Course Offerings. This was the first statewide census of basic curriculum data in Illinois. The Census was designed to produce normative data relative to offerings and enrollments in Illinois public secondary schools and establish a source of information on secondary school curriculum. A second Census was conducted in 1982 to update the original database.

The Census project was directed by Dr. William L. Humm, Research and Statistics Section, Illinois State Board of Education. This special report on social sciences was written by Dr. Michael A. Solliday, College of Education, Southern Illinois University at Carbondale and edited by Dr. Humm. It is based on statistics from the Census project databases for 1977 and 1982.

Observations and conclusions in this report are those of the writer and do not necessarily represent the policies or views of the Illinois State Board of Education or the State Superintendent of Education



Donald G. Gill
State Superintendent of Education

SPECIAL REPORT ON THE SOCIAL SCIENCES

SUMMARY HIGHLIGHTS

The traditional social studies courses of U.S./American History, World History, and American Government account for over half of all the social studies enrollment in high schools.

U.S. History and Social Studies courses account for the majority of enrollment in junior high schools.

High schools of 1000 or more enrollment offer an average of twice as many social studies courses as schools with less than 200 enrollment.

Almost half (49%) of the social studies courses offered in high schools are full year courses, while a slightly smaller proportion (47%) are half-year in length. In junior high schools, over 80% of the social studies courses are a full year in length.

Almost three-fourths of the social studies courses offered in high schools are elective; that is, course are not specifically required, although some may satisfy a general requirement for credit in social studies.

In high schools, the proportion of enrollment in all social studies combined decreased from 1977 to 1982, but the proportion of enrollment in the traditional courses remained relatively stable.

ILLINOIS SECONDARY SCHOOL COURSE OFFERINGS, 1982

SPECIAL REPORT ON SOCIAL SCIENCES

The social sciences (or social studies) have been recognized by the State Board of Education as a fundamental area of learning included in a working definition of schooling (Illinois State Board of Education, 1983, p. 13). They have been described as studies which provide students with an understanding of themselves and of society, prepare them for citizenship in a democracy, and give them the basics for understanding the complexity of the world community. The social sciences include anthropology, economics, government, history, philosophy, political science, psychology and sociology. The current State Board Document 1 requirements guide local school districts in developing and monitoring social studies curriculum (State Board of Education, 1977, p. 21). In order to comprehend and evaluate the current status of the social studies curriculum in our state, it is useful to review the history of national and state curriculum offerings and enrollment patterns since the turn of the century.

Since the beginning of American public education, history and historians have made the greatest impact on local school district social studies curriculums. Recommendations from the American Historical Association Committee of Seven (1899) and the National Education Association Committee on the Social Studies (1916) had a significant effect on the present social studies course offerings in Illinois. The recommendations from the committees are presented in Figure 1, columns (1) and (2).

The Committee of Seven proposed a high school social studies curriculum composed of four history courses beginning with Ancient History and progressing through American History and civic government. Economics and government were integrated with a historical and contextual rather than a political science approach.

While in the early 1900's the course offerings recommendations of the Committee of Seven permeated American high schools, a new consensus was developing among historians and political scientists concerning the importance of recent history and community civics. These ideas were incorporated into the deliberations of the NEA Committee on the Social Studies.

The NEA Committee believed the goal of social studies education was social efficiency and the cultivation of good citizenship. In 1916 the Committee recommended a six-year program of social studies divided into two cycles, grades 7-9 and grades 10-12. The primary pattern placed Geography and European History in the 7th grade, American History in the 8th grade and Civics at the 9th grade level. The second cycle repeated the junior high cycle placing European History in the 10th grade, American history in the 11th grade and Problems of Democracy (POD)--social, economic, and political--in the 12th grade (Hertzberg, 1981; Dunn, 1916). (See Figure 1, column (2).)

The NEA Committee recommendations replaced Ancient History and Medieval History with European History and a formal study of government in the form of Civics and POD. History, with an expanded government component, remained the core of the curriculum. By the mid-1970's, studies revealed that the

Figure 1. Sample of Social Studies Curriculum Offerings, 1899-1983

Grade Level	Course Offerings (1) Committee of 7 Recommendations-1899	(2) NEA Committee on Social Studies Recommendations-1916	(3) Illinois Report from National Survey by Jerri Sutton, Research Findings-1976	(4) Project SPAN Research Findings-1980	(5) Fontana Survey Research Findings-1930	(6) NCSS Guidelines Recommendations-1983
7	--	Geography/ European History	Geography	World History/ Culture/Geography	Geography/World History/Culture	A Changing World of Many Nations: A Global View
8	--	American History	United States History	American History	American History	Building a Strong and Free Nation: The United States
9	Ancient History	Civics	Geography/Social Studies/World History	World Culture/ History or Civics/Government	World History/ Cultures or Civics/Government	Systems that make a Democratic Society Work: Laws, Justice and Economics
10	Medieval and Modern European	European History	World History	World Cultures/ History	American History or World History/ Cultures	Origins of Major Cultures: A World History
11	English History	American History	United States History	American History	American History	The Maturing of America: United States History
12	American History and Civic Government	Problems of Democracy	United States History/Psychology/ Sociology	American Government/Sociology/ Psychology	American Government/Civics/ Political Science	A selection from one of the following. Issues & Problems of Modern Society. Introduction to the Social Science. The Arts in Human Societies.
						International Area Studies Social Science Elective Courses Anthro./ Econ./ Gov't./Psychol./Sociology
						Supervised Experience in Community Affairs local options.

(1) Hertzberg, Hazel W. Social Studies Reform: 1880-1980. Report of Project SPAN. Boulder, CO: Social Science Education Consortium, 1981, p. 14.
(2) Dunn, Arthur W. The Social Studies in Secondary Education. Bulletin No. 28. Washington, DC: U.S. Department of Interior, Bureau of Education, 1916, p. 12.
(3) Sutton, Jerri. National Survey of Science Education, Kindergarten-Grade 12. ERIC Document ED 128 275, Richmond, VA: Virginia Department of Education, 1976, p. 21.
(4) Lengel, James G., and Douglas P. Superka. "Curriculum Organization in Social Studies." The Current State of Social Studies: Report of Project SPAN. Boulder, CO: Social Science Education Consortium, 1982, p. 89.
(5) Ibid., p. 93.
(6) Social Studies Task Force on Scope and Sequence. "In Search of a Scope and Sequence for Social Studies." A paper presented at the 64th Annual Meeting of the National Council for the Social Studies. San Francisco, CA: November 1, 1983.

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emphasis on European History, Civics, and POD course offerings had switched to World History and American Government, and American History was still a one-year course in most secondary schools. In addition, greater numbers of students were beginning to enroll in social science courses such as Psychology, Sociology, and Economics. (See Figure 1, columns (3) and (4).)

At the time Illinois was conducting the first Census of Course Offerings and Enrollments (1977), Richard E. Gross reported the results of a study based on data collected from thirty-six State Departments of Education and approximately one-hundred local school supervisors in forty-nine states. The study reported data gathered by the National Center for Education Statistics (NCES) analyzing national enrollment patterns for an eleven year period, 1961-1973. Student enrollment increased 59 percent over the eleven year period. United States History and United States Government courses enrollment figures increased slightly above the national average. World History enrollment increased but well below the overall increase in student population. Civics and POD suffered the greatest loss in student enrollment; the 1973 enrollment figures were below the level reported for 1961. The social sciences registered the largest gains; economics had an enrollment increase of 102 percent, sociology 175 percent, and psychology 323 percent. The NCES data led Gross to conclude that the curriculum pattern established by the 1916 NEA Committee on the Social Studies had "finally been shattered." Research conducted by Jerri Sutton confirmed the demise of Civics and POD in Illinois secondary schools. The Sutton study found 9th grade Civics replaced by Geography, Social Studies or World History, and 12th grade American Government was replaced by United States History, Psychology or Sociology. See Figure 1, column (3). (Gross, 1976; Sutton, 1976.)

The National Science Foundation (NSF) provided funds for three national studies of mathematics, science, and social studies education (1978). NCSS and Social Studies Education Consortium accepted invitations from NSF to evaluate the social studies education data (Shaver, Davis and Helburn, 1979; Superka, Hawke and Morrissett, 1980).

The Consortium analysis by Project SPAN of the NSF studies did not find a common social studies curriculum in American high schools. Although the case studies revealed that schools participating in the study required students to take two years of social studies (a required course and an elective), the data presented convincing evidence that extreme diversity characterized the social studies curriculum due to the number of elective course offerings (Stake and Easley, 1978; Lengel and Superka, 1982). Yet, the same studies seem to confirm the conclusions of an earlier analysis conducted by Shaver and others that there was some continuity, an unofficial social studies curriculum, in course offerings across the nation. The curriculum is presented in Figure 1, column (4) (Shaver, Davis and Helburn, 1979; Superka, Hawke and Morrissett, 1980).

Lynn Fontana reported the results of a national survey of 552 secondary social studies teachers. The course offerings pattern that evolved from the Fontana study is presented in Figure 1, column (5) of this report (Lengel and Superka, 1982). By comparing the Project SPAN and Fontana research data with the NEA Committee on the Social Studies recommendations, one can

observe change in curriculum patterns over the past 60 years. Emphasis on European History has been replaced by the study of World History at both the junior and senior high school levels. Civics and POD course offerings have diminished and been replaced by American Government, World History, American History, and the social and behavioral sciences. Jerri Sutton confirmed this pattern in Illinois (Sutton, 1976, p. 17).

Research by Gross and Sutton, in the mid-1970's, suggested that the social sciences were attracting students away from the more traditional social studies curriculum of history and government, but Project SPAN revealed a movement back to the traditional curriculum. Sutton reported that 74 percent of the states required American History. Her study supported one by RTI which reported that 93 percent of America's secondary schools "offer(ed) 'American History' in the 11th grade or thereabouts" and that 81 percent of the schools required students to take the course. World History was offered by 70 percent of the schools, and 60 percent of the schools offered American Government. About 60 percent of the high school social studies courses were year-long in duration, while around one-third of the courses were semester courses. The senior year consisted of semester courses on government and the social sciences. More than 80 percent of the junior high school students were enrolled in a social studies course of one year in duration. American History was the most prevalent junior high school course offering (Weiss, 1978).

The remainder of this report will analyze the social studies portion of the 1981-1982 Illinois Census of Secondary School Course Offerings and Course Enrollments. The report will:

(1) compare the 1976-1977 census with the 1981-1982 census to determine trends in secondary social studies course offerings and enrollments,

(2) analyze the status of social studies course offerings and enrollment patterns in relation to national patterns,

(3) examine the instructional mandate studies occurring in Illinois to assess the impact on current course offerings,

(4) review the recent scope and sequence proposal approved by the National Council for the Social Studies to explore the documents' impact on Illinois social studies education, and

(5) present recommendations relative to the next census of course offerings and enrollments.

It is hoped that this report will assist administrators, social studies teachers and other social studies curriculum decision-makers as they review and evaluate local school district social studies programs. Data from this report could be used by local education leaders (LEA's) to make decisions about the status of the local school curriculum by comparing the social studies program to the findings of the state's census of course offerings and to national curriculum patterns past and present. A limitation of this report is, of course, that an analysis of the substance and content taught in the various course offerings is not possible.

The Schools In the Census: Demographic Characteristics

Census data were collected from 489 public junior high schools and 719 public high schools. The participating schools represent 82 percent of the junior high schools and 99 percent of the high schools in the defined population of the Census.

Schools were classified by grade level composition, by school size, and by community type. Schools classified as junior high schools were typically two-year, grade 7-8 schools (92 percent). Another 6 percent were three-year, grade 7-9 schools. High schools included four-year, grade 9-12 schools (88 percent); three-year, grade 10-12 schools (3 percent); and junior-senior high schools including grades 7-12 (6 percent).

There is a direct relationship between school size and community type, with larger schools located in central cities and smaller schools in rural areas. This relationship is particularly strong for high schools, as indicated in Table 1. Most of the rural high schools (99 percent) had under 1,000 students, even when six-year (7-12) schools were included. On the other hand, 61 percent of the urban schools had enrollments over 1,000. Table 2 shows the range and quartile data for high schools in the Census.

TABLE 1. ILLINOIS PUBLIC HIGH SCHOOLS INCLUDED IN THE CENSUS OF COURSE OFFERINGS BY SIZE AND COMMUNITY TYPE, 1981-82.

Size	Central City		Suburb		Independent City		Rural		All	%
1-199	4		3		1		181		189	26.3
200-499	1		19		44	99%	130		194	27.0
500-999	10		28		36		28		102	14.2
1000-1699	38	88%	57	88%	17	98%	2		114	15.9
1700-2599	36		61		1		0		98	13.6
2600+	6		15		0		1		22	3.1
ALL	95		183		99		342		719	
%	13.2		25.5		13.8		47.6			

TABLE 2. ENROLLMENT SUMMARY STATISTICS FOR PUBLIC HIGH SCHOOLS INCLUDED IN THE CENSUS OF COURSE OFFERINGS, 1981-82

Mean	Smallest	10th Percent	25th Percent	MEDIAN	75th Percent	90th Percent	Largest
826	33	119	191	452	1350	2100	4614

Table 3 presents data by school size and community type for junior high schools. Junior high schools generally enrolled over 500 students (93 percent) in central cities, between 200 and 1,000 in suburbs (93 percent) and independent cities (80 percent), and under 500 (97 percent) in rural areas. Table 4 gives the range and quartile data for junior high schools in the Census.

TABLE 3. ILLINOIS PUBLIC JUNIOR HIGH SCHOOLS INCLUDED IN THE CENSUS OF COURSE OFFERINGS BY SIZE AND COMMUNITY TYPE, 1981-82

Size	Central City	Suburb	Independent City	Rural	All	%
	Community Type					
1-199	0	13	15	102	130	26.6
200-499	2	103	48	39	192	39.3
500-999	22	115	17	5	159	32.5
1000 +	4	3	1	0	8	1.6
	93%	93%	80%	97%		
ALL	28	234	81	146	489	
%	5.7	47.9	16.6	29.9		

TABLE 4. ENROLLMENT SUMMARY STATISTICS FOR PUBLIC JUNIOR HIGH SCHOOLS INCLUDED IN THE CENSUS OF COURSE OFFERINGS, 1981-82

Mean	Smallest	10th Percent	25th Percent	MEDIAN	75th Percent	90th Percent	Largest
403	40	94	180	370	592	757	1198

Illinois high school enrollment declined 21 percent in the last seven years. The decline will continue until the 1990's. In 1981-82, approximately 615,000 students were enrolled in Illinois public high schools. By 1990 the enrollment figure is expected to decline to 481,000. The decline in school enrollment affected social studies too; from 1977 to 1982, social studies enrollment dropped 17.0 percent (state-wide high school enrollment decreased by 15.5%).

Number of Social Studies Courses Offered and Enrollments by School Level

High school social studies courses are identified by 214 separate titles in the 1981-82 Census, a difference of less than 1 percent from the 1976-1977 Census. Junior high schools reported courses under 73 titles, one more than in 1976-1977. Tables 5 and 6 are the condensed versions of the original list of course titles and provide enrollment data which will be considered later in this report. Table 7 compares the 1976-1977 and 1981-1982 data on course length by school level.

Table 5.

CENSUS OF SECONDARY SCHOOL COURSE OFFERINGS, 1981-82

CODE NO.	COURSE TITLE	HIGH SCHOOLS OFFERING COURSE		ENROLLMENT OF SCHOOLS OFFERING COURSE		COURSE ENROLLMENT IN YEAR EQUIVALENTS		
		TOTAL NUMBER	% OF STATE TOTAL	TOTAL NUMBER	% OF STATE ENROLLMENT	TOTAL NUMBER	% OF STATE ENROLLMENT	% OF SCHS ENROLL.
19 000000	SOCIAL SCIENCES	716	99.58	593,091	99.87	352,976	59.44	59.51
19 010000	ANTHROPOLOGY/ARCHAEOLOGY	37	5.14	60,259	10.15	783	0.13	1.30
19 010200	WORLD CULTURES/MAN & HIS WORLD	32	4.45	43,194	7.27	2,555	0.43	5.92
19 020101	AREA STUDIES, AFRICA/ASIA/EURO	20	2.78	33,169	5.59	1,417	0.24	4.27
19 020106	AREA STUDIES/HIST, LAT AM/AMER	25	3.47	37,509	6.32	1,861	0.31	4.96
19 030918	HUMANITIES	16	2.22	31,810	5.36	474	0.08	1.49
19 040100	ENVIRONMENTAL PROB/CONSERVAT	15	2.08	11,471	1.93	398	0.07	3.47
19 050000	CONSUMER EDUCATION	175	24.33	130,669	22.00	8,547	1.44	6.54
19 060000	ECONOMICS/ECONOMIC PROBLEMS	238	33.10	296,691	49.96	8,462	1.42	2.85
19 060300	CONSUMER ECONOMICS	73	10.15	51,141	8.61	3,953	0.67	7.73
19 070001	GEOGRAPHY, GRADE 7-8	14	1.94	2,326	0.39	416	0.07	17.88
19 070002	GEOGRAPHY, OTHER GENERAL	37	5.14	30,603	5.15	1,613	0.27	5.27
19 070200	HUMAN/CULTURAL GEOGRAPHY/HSGP	21	2.92	30,839	5.19	851	0.14	2.76
19 070203	ECONOMIC/POLITICAL GEOGRAPHY	16	2.22	10,236	1.72	333	0.06	3.25
19 070300	PHYSICAL GEOGRAPHY	26	3.61	22,048	3.71	980	0.17	4.44
19 070411	GEOG, WORLD/REGION/U.S./URBAN/	287	39.91	303,326	51.08	16,753	2.82	5.52
19 080101	AMER HIST & WORLD BACKGROUND	278	38.66	318,228	53.59	41,662	7.02	13.09
19 080302	EUROPEAN HISTORY, MODERN/OTHER	58	8.06	84,533	14.24	1,743	0.29	2.06
19 080401	STATE HISTORY, GRADE 7-8	2	0.27	500	0.08	46	0.01	9.20
19 080402	STATE HISTORY, GRADE 9-12	38	5.28	24,683	4.16	876	0.15	3.55
19 080501	U.S. HISTORY, GRADE 7-8	32	4.45	4,997	0.84	1,345	0.23	26.92
19 080502	U.S. HISTORY, GRADE 9-12	558	77.60	477,000	80.32	99,261	16.72	20.81
19 080505	BLACK HISTORY	68	9.45	117,758	19.83	5,287	0.89	4.49
19 080600	WESTERN CIVILIZATION/HISTORY	47	6.53	63,953	10.77	4,329	0.73	6.77
19 080700	NON-WESTERN HISTORY	22	3.05	42,489	7.15	638	0.11	1.50
19 080802	ANCIENT-MEDIEVAL HISTORY	43	5.98	47,537	8.01	1,292	0.22	2.72
19 080901	WORLD HISTORY, GRADE 7-8	9	1.25	1,652	0.28	273	0.05	16.53
19 080902	WORLD HISTORY, GRADE 9-12	373	51.87	284,050	47.83	17,134	2.89	6.03
19 080914	WORLD HISTORY, GENERAL/OTHER	141	19.61	203,285	34.23	27,851	4.69	13.70
19 089900	URBAN HISTORY/STUDIES	4	0.55	7,483	1.26	146	0.02	1.95
19 100000	PHILOSOPHY	15	2.08	27,355	4.61	244	0.04	0.89
19 110000	POLITICAL SCIENCE/THEORIES	63	8.76	91,951	15.48	2,115	0.36	2.30
19 110100	AMERICAN GOVERNMENT	323	44.92	243,113	40.94	19,759	3.33	8.13
19 110101	U.S. CONSTITUTION	18	2.50	7,782	1.31	522	0.09	6.71
19 110103	PROBLEMS OF DEMOCRACY	77	10.70	55,748	9.39	3,288	0.55	5.90
19 110105	COMMUNITY CIVICS/CITIZENSHIP	90	12.51	91,612	15.43	6,076	1.02	6.63
19 110106	LAW IN AMER SOCIETY/AMER LAW	84	11.68	139,684	23.52	5,831	0.98	4.17
19 110300	CONTEMP WORLD AFFAIRS/HISTORY	79	10.98	96,731	16.29	2,350	0.40	2.43
19 110301	CURRENT EVENTS	114	15.85	96,101	16.18	3,264	0.55	3.40
19 110400	INTERNATIONAL RELATIONS	24	3.33	25,385	4.27	359	0.06	1.41
19 120000	PSYCHOLOGY/BEHAVIORAL SCIENCE	390	54.24	397,908	67.01	16,905	2.85	4.25
19 130000	SOCIOLOGY	394	54.79	367,539	61.89	11,204	1.89	3.05
19 130500	SOCIAL PROBLEMS/CRIMINOLOGY	60	8.34	69,173	11.65	2,614	0.44	3.78
19 130501	AMERICAN PROBLEMS	44	6.11	35,122	5.91	1,501	0.25	4.27
19 130503	MINORITY PEOPLE	19	2.64	22,401	3.77	416	0.07	1.86
19 140101	RELIGION, COMPARATIVE/HISTORY	7	0.97	8,297	1.40	190	0.03	2.29
19 150001	SOCIAL STUDIES, GRADE 7	16	2.22	2,932	0.49	591	0.10	20.16
19 150002	SOCIAL STUDIES, GRADE 8	15	2.08	3,014	0.51	592	0.10	19.64
19 150003	SOCIAL STUDIES, GR 9-12/ABOVE	152	21.14	198,769	33.47	14,798	2.49	7.44
19 150010	RELATIONS, COMMUNITY/INTGROUP	14	1.94	16,515	2.78	204	0.03	1.24
19 150019	URBAN SURVIVAL/URBAN STUDIES	31	4.31	59,618	10.04	2,423	0.41	4.06
19 160000	OTHER SOCIAL STUDIES	148	20.58	214,360	36.10	6,425	1.08	3.00

Table 6.

CENSUS OF SECONDARY SCHOOL COURSE OFFERINGS, 1981-82

CODE NO.	COURSE TITLE	JR. HIGH SCHOOLS OFFERING COURSE		ENROLLMENT OF SCHOOLS OFFERING COURSE		COURSE ENROLLMENT IN YEAR EQUIVALENTS		
		TOTAL NUMBER	% OF STATE TOTAL	TOTAL NUMBER	% OF STATE ENROLLMENT	TOTAL NUMBER	% OF STATE ENROLLMENT	% OF SCHS ENROLL.
19 000000	SOCIAL SCIENCES	483	98.77	163,222	99.01	158,763	96.31	97.27
19 010000	ANTHROPOLOGY/ARCHAEOLOGY	1	0.20	746	0.45	2	0.00	0.27
19 010200	WORLD CULTURES/MAN & HIS WORLD	5	1.02	4,068	2.47	410	0.25	10.08
19 020101	AREA STUDIES, AFRICA/ASIA/EURO	1	0.20	397	0.24	62	0.04	15.62
19 020106	AREA STUDIES/HIST, LAT AM/AMER	3	0.61	716	0.43	244	0.15	34.08
19 040100	ENVIRONMENTAL PROB/CONSERVAT	4	0.81	996	0.60	129	0.08	12.95
19 050000	CONSUMER EDUCATION	33	6.74	8,607	5.22	1,280	0.78	14.87
19 060300	CONSUMER ECONOMICS	3	0.61	545	0.33	61	0.04	11.19
19 070001	GEOGRAPHY, GRADE 7-8	95	19.42	33,298	20.20	15,588	9.46	46.81
19 070002	GEOGRAPHY, OTHER GENERAL	4	0.81	2,271	1.38	604	0.37	26.60
19 070203	ECONOMIC/POLITICAL GEOGRAPHY	1	0.20	448	0.27	222	0.13	49.55
19 070300	PHYSICAL GEOGRAPHY	2	0.40	2,140	1.30	356	0.22	16.64
19 070411	GEOG, WORLD/REGION/U.S./URBAN/	55	11.24	19,298	11.71	7,273	4.41	37.69
19 080101	AMER HIST & WORLD BACKGROUND	26	5.31	14,618	8.87	3,039	1.84	20.79
19 080401	STATE HISTORY, GRADE 7-8	20	4.08	3,443	2.09	1,171	0.71	34.01
19 080501	U.S. HISTORY, GRADE 7-8	295	60.32	91,150	55.29	47,403	28.75	52.01
19 080502	U.S. HISTORY, GRADE 9-12	5	1.02	3,417	2.07	817	0.50	23.91
19 080600	WESTERN CIVILIZATION/HISTORY	1	0.20	168	0.10	92	0.06	54.76
19 080802	ANCIENT-MEDIEVAL HISTORY	3	0.61	2,572	1.56	55	0.03	2.14
19 080901	WORLD HISTORY, GRADE 7-8	44	8.99	10,710	6.50	5,387	3.27	50.30
19 080902	WORLD HISTORY, GRADE 9-12	1	0.20	610	0.37	77	0.05	12.62
19 080914	WORLD HISTORY, GENERAL/OTHER	2	0.40	1,084	0.66	25	0.02	2.31
19 110100	AMERICAN GOVERNMENT	13	2.65	4,605	2.79	883	0.54	19.17
19 110101	U.S. CONSTITUTION	25	5.11	5,883	3.57	858	0.52	14.58
19 110103	PROBLEMS OF DEMOCRACY	3	0.61	2,061	1.25	156	0.09	7.57
19 110105	COMMUNITY CIVICS/CITIZENSHIP	14	2.86	7,721	4.68	1,436	0.87	18.60
19 110106	LAW IN AMER SOCIETY/AMER LAW	6	1.22	3,204	1.94	287	0.17	8.96
19 110300	CONTEMP WORLD AFFAIRS/HISTORY	7	1.43	4,692	2.85	698	0.42	14.88
19 110301	CURRENT EVENTS	6	1.22	2,024	1.23	240	0.15	11.86
19 110400	INTERNATIONAL RELATIONS	4	0.81	3,243	1.97	489	0.30	15.08
19 120000	PSYCHOLOGY/BEHAVIORAL SCIENCE	3	0.61	1,527	0.93	303	0.18	19.84
19 130000	SOCIOLOGY	1	0.20	77	0.05	8	0.00	10.39
19 130500	SOCIAL PROBLEMS/CRIMINOLOGY	1	0.20	277	0.17	64	0.04	23.10
19 130501	AMERICAN PROBLEMS	1	0.20	706	0.43	8	0.00	1.13
19 140101	RELIGION, COMPARATIVE/HISTORY	1	0.20	257	0.16	245	0.15	95.33
19 150001	SOCIAL STUDIES, GRADE 7	209	42.74	78,099	47.38	35,940	21.80	46.02
19 150002	SOCIAL STUDIES, GRADE 8	172	35.17	63,583	38.57	29,249	17.74	46.00
19 150003	SOCIAL STUDIES, GR 9-12/ABOVE	8	1.63	4,514	2.74	1,014	0.62	22.46
19 160000	OTHER SOCIAL STUDIES	43	8.79	17,778	10.78	2,576	1.56	14.49

TABLE 7. PERCENTAGE OF SOCIAL STUDIES COURSES OF VARIOUS LENGTHS BY SCHOOL LEVEL FOR ILLINOIS SCHOOLS FOR 1976-77 AND 1981-82

School Level	% Full Year		% Half Year		% Quarter or Trimester		% Less Than a Quarter	
	76-77	81-82	76-77	81-82	76-77	81-82	76-77	81-82
Jr. High School	80.5	81.5	8.0	7.6	6.7	7.6	2.0	3.3
High School	50.6	48.8	41.8	46.7	7.2	4.3	1.7	.2

Over the five year period, some shifting takes place in the course length statistics, but the overall picture remains constant. The percentages appearing in Table 7 are consistent with the findings of the three NSF studies in 1977. Most junior high school social studies courses are a year in length, and nearly 90 percent of the courses taught are required, making for a rather static junior high school social studies curriculum. Less than 50 percent of the high school social studies courses are a full year in length. In addition, less than 50 percent of the high school social studies courses taught are required, so students have more flexibility in selecting social studies courses to fulfill school requirements.

A few of the social studies courses taught in Illinois secondary schools account for a large percentage of the actual social studies course enrollments. In high schools, for example, four courses generically identified as U.S. History, American History and World Background, World History, and American Government account for over 53% of all the social studies enrollment.

Typical Number of Social Studies Courses

Table 8 displays the relationship between school size and number of social studies course offerings in junior high schools for school years 1976-77 and 1981-82.

TABLE 8. NUMBER OF SOCIAL STUDIES COURSE OFFERINGS BY SCHOOL ENROLLMENT FOR ILLINOIS PUBLIC JUNIOR HIGH SCHOOLS, COMPARISON OF 1976-77 AND 1981-82 CENSUS DATA

School Enrollment	Low		High		25th Percentile		Median		75th Percentile	
	76-77	81-82	76-77	81-82	76-77	81-82	76-77	81-82	76-77	81-82
1-199	0	0	5	7	2	2	2	2	2	2
200-499	0	0	8	7	2	2	2	2	2	2
500-999	0	0	8	9	2	2	2	2	3	2
1000+	2	2	8	6	2	2	2	3	4	4
ALL	0	0	8	9	2	2	2	2	2	2

The table reveals little change in the number of junior high school social studies course offerings based on school size. For both years and across schools of all sizes, the median number of offerings is two. Only one

difference appears in the 25th percentile and the 75th percentile as well. One would not expect significant variation among schools when 89.3 percent of the courses offered were reported to be required, which is the case with Illinois junior high schools.

Table 9 displays the relationship between school size and the number of social studies course offerings in high schools for school years 1976-77 and 1981-82.

TABLE 9. NUMBER OF SOCIAL STUDIES COURSE OFFERINGS BY SCHOOL ENROLLMENT FOR ILLINOIS PUBLIC HIGH SCHOOLS, COMPARISON OF 1976-77 AND 1981-82

School Enrollment	76-77	81-82	76-77	81-82	76-77	81-82	76-77	81-82	76-77	81-82
	Low		High		25th Percentile		Median		75th Percentile	
1-199	0	0	13	15	4	4	5	5	7	6
200-499	0	0	16	14	5	5	6	6	8	7
500-999	2	1	18	18	6	6	7	7	9	9
1000-1699	2	2	28	21	7	8	9	10	11	12
1700-2599	3	3	32	22	9	9	11	11	14	13
2600+	6	8	24	22	10	11	13	13	15	15
ALL	0	0	32	22	5	5	7	7	10	9

The 1981-82 survey reveals that 74.2 percent of the secondary social studies courses taught in Illinois are not required. Students are at liberty to select from a variety of courses, and the number increases proportionately with school enrollment. This is true for both the 1976-77 and 1981-82 surveys. Although the median, 25th percentile and 75th percentile are similar both years, the maximum number of courses offered appears to have decreased considerably (from 32 in 1976-77 to 22 in 1981-82).

High schools with enrollments between 1000 and 2600 show the greatest decrease in the maximum number of course offerings, with the smallest schools (less than 200 enrollment) registering an increase. It is important to note that, for the most part, increases and decreases at the top of the course offerings scale are not reflected at other points in the scale.

Typical Junior High School Social Studies Offerings and Programs

Table 10 reveals that course offerings have changed little since 1977. The most frequently offered junior high school social studies courses in 1981-82 replicate the 1976-77 list. American History is still offered to more junior high school students than any other social studies course, followed by social studies and Geography. World History is a distant fourth. Illinois junior high schools appear to be consistent in the pattern of course offerings. Many other courses are offered, but they attract a very small percentage of the state's enrollment.

The 1976-77 and 1981-82 percent of school enrollment figures are very similar for the courses listed in Figure 1, column (4). Although a small number of schools offer World History, the percent of students enrolled (50 percent) is high in those schools. Fewer courses are offered at the junior high school level than at the high school level, but more schools (90 percent) require students to take a social studies course. Forty percent of the required courses are offered to 7th grade students and 44 percent to 8th graders. A few school systems have a three year junior high program including grades 7-9. In these schools, 4.3 percent of the social studies courses are offered only to 9th graders. Over 80 percent of the courses taught at the junior high school level are year long courses and apparently required for all students.

Illinois requires the teaching of American History, patriotism and the principles of representative government as enumerated in the Declaration of Independence, the United States Constitution and the Illinois Constitution. According to the 1981-82 census, five percent of the junior high schools offer a course on the U.S. Constitution representing one half of 1 percent of the total state enrollment. State History is offered in 4 percent of the schools, representing less than 1 percent of the total state enrollment. American Government is offered in fewer than 3 percent of the junior high schools. Junior high schools are complying with the American History mandate by offering American History or a course entitled Social Studies, but the patriotism and principles of representative government mandate requirements are being incorporated into a variety of course offerings.

Illinois junior high students are required to take two years of social studies: United States History, Geography, and to a lesser degree, World History and/or a course entitled "social studies." A significant number of other social studies course offerings attract a small percent of the junior high school students.

TABLE 10. MOST FREQUENTLY OFFERED JUNIOR HIGH SCHOOL SOCIAL STUDIES COURSES: A COMPARISON OF 1976-77 AND 1981-82

Courses	% of Illinois Schools Offering at Least One Course		% of School Enrollment in Year Equivalents	
	1976-77	1981-82	1976-77	1981-82
U.S. History, Gr. 7 & 8	52	60	52	52
Social Studies, Gr. 7	45	43	50	46
Social Studies, Gr. 8	41	35	49	46
Geography, Gr. 7 & 8*	16/10	19/11	41/38	47/38
World History, Gr. 7 & 8	9	9	45	50

*Separate percentages for Geography, Grades 7 & 8 and Geography, World/Regional/U.S./Urban with the latter listed second.

Typical High School Social Studies Offerings and Programs

A smaller proportion of students are enrolled in social studies courses in high schools with less than 1000 students than in larger high schools. In the smaller schools, the proportion of enrollment in agriculture, home economics, music, health and safety and driver education is greater than in the larger high schools. By contrast, in the larger schools the proportion of enrollment is greater in foreign languages, science, mathematics, social studies and English. The subjects accounting for the greatest amount of enrollment are the required courses: English, physical education, social studies, math and science. Only business comes close to enrolling as many students as the "core" subject areas.

TABLE 11. MOST FREQUENTLY OFFERED HIGH SCHOOL SOCIAL STUDIES COURSES: A COMPARISON OF 1976-77 AND 1981-82

Courses	% of Illinois Schools Offering at Least One Course		% of School Enrollment in Year Equivalents	
	1976-77	1981-82	1976-77	1981-82
U.S. History, Gr. 9-12	76	78	22	21
Sociology	56	55	4	4
World History, Gr. 9-12	55	52	7	6
Psychology/Behavioral Sci.	51	54	4	3
American Government	47	45	7	8
Geography/World/Regional/ U.S./Urban	44	39	6	6
Am. Hist. & World Background	37	39	14	13
Economics/Economic Problems	31	33	3	3

The most frequently offered high school social studies courses are listed in Table 11. Course offerings and school enrollment figures have not changed since 1977. According to the 1981-82 census data, the most prevalent of the social studies course offerings is still history. Political science appears to be losing ground to other social science and behavior science courses, but the inroads are small because student enrollment in courses outside history remain small. Table 11 shows a slight increase in the percent of schools offering United States History and American History and World Background, but a slight loss in actual student enrollments. American Government registered a slight increase in student enrollment. Illinois students are taking American History at all grade levels, 9-12, but the majority take the year-long course during the junior year. Most Illinois schools offer American Government during the senior year as a semester course. Economics is also a semester course offered to students grades 9-12, but most schools offer the course during the junior or senior year. Students appear to take Economics during the senior year. The findings for Sociology and Psychology are similar to those for Economics. Most schools offer World History to freshmen and sophomores, but a significant number of students, approximately 25 percent, take the course during the junior or senior year. World History is a year-long course in most Illinois secondary schools. Geography follows the same pattern as World History, with the difference being slightly smaller enrollment figures.

The other courses recommended by the AHA Committee of Seven and the NEA Committee on Social Studies appear to be less viable social studies curriculum alternatives. Less than 10 percent of the schools offer European history to their students, and only one-third of 1 percent of the secondary students take the course. A course identified as Civics was taken by less than 1 percent of the students enrolled in social studies courses in the state. Problems of Democracy is offered to more students by 10 percent of the high schools, but attracts less than 1 percent of the students enrolled in social studies courses. There are more than 200 difference social studies courses taught in Illinois schools. Many of them attract a very small number of students, and may be taught in a particular school by a teacher with a particular background and interest in the content of the course. The impact of these courses is small, but they do represent the ingredients required to draw students to social studies courses, enthusiastic teachers and motivated students.

Because it is mandated by the state, enrollment in U.S./American History is relatively high. Further, schools appear to be using the American History course and/or subjects like American Government to comply with the requirement for the teaching of patriotism and the principles of representative government. Only 2.5 percent of the high schools, representing less than one tenth of 1 percent of the state's enrollment, offer a course on the United States Constitution. A few more schools (5 percent) offer a State History course, but the course is available to just over one tenth of 1 percent of all students. The impact of these courses is extremely small. As in 1977, instruction related to the consumer education mandate is being offered in the subject areas of business and home economics as well as in social studies.

In Illinois, the impact of courses outside of the traditional social studies curriculum is slight. Area study courses are the most numerous, but all together only a small percentage of the students enroll in these courses. Global studies has little impact on the Illinois social studies curriculum. The same may be said for Future Studies and the role of women in history. Not one course on women in history was reported in the 1981-82 Census.

Minority Studies and Black History are offered to some Illinois high school students. Of those who take the course, most appear to take it during their senior year as a full year course. Most of the Black History courses are offered to students in central city schools (51 out of 95 schools) and account for 5.5% of the enrollment in schools offering the course. A few other schools offer Black History. A course in Minority Studies is offered in a handful of schools to less than .01 percent of the students enrolled in social studies courses in 1981-82.

Law related education studies attracts more students than other non-traditional curriculum courses, but still accounts for less than 5% of the total student enrollment in schools that offer the course. A course entitled--Law in American Society--or some similar title, is taught primarily in large city schools and the suburbs. Most students take this course during their senior year.

A nationwide survey of 571 school districts conducted by Weslab, Inc. for the National Center for Education Statistics reported that the mean number of social studies units required for graduation was 2.6. By comparison, the Illinois mean number of required social studies units is 1.75, the median 2.00, and the mode 2.00 (Illinois State Board of Education, 1983). Ninety-six percent of Illinois schools require at least one unit of social studies, while 14% require three or more units. Approximately 35 percent of the schools require two units of social studies to graduate. In 1983, the Illinois General Assembly increased the requirement for graduation from one to two units of social studies, which is still below the 2.6 unit national average. The new state minimums will require nearly 50 percent of the Illinois school districts to raise their social studies requirements in order to comply (Illinois State Board of Education, 1983). Chicago leads the state requiring three units of social studies for graduation.

To summarize, American History is taught consistently across the state because it is required for graduation. World History and American Government represent a second tier of courses attracting students to fulfill local school district requirements for graduation. The third tier of social studies courses are Psychology, Sociology and Economics. These courses account for most of the enrollment in social studies in Illinois high schools, yet they represent but a few of the many courses reported as offered statewide.

Conclusions

The Traditional Illinois Social Studies Curriculum

The report began with a review of social studies curriculum offerings since the turn of the century. Figure 1 reveals the lasting effect of turn of the century professional organization curriculum recommendations through research completed in the mid-1970's and early 1980's. An unofficial traditional social studies curriculum entrenched itself in our nation's secondary schools. The 1976-77 and 1981-82 Census of Course Offerings and Enrollments surveys reveal that the traditional social studies curriculum is still a major component of the curriculum in Illinois secondary schools.

Junior high school enrollment dropped in the five year period between 1976-77 and 1981-82, but the proportion of students enrolled in traditional social studies remained essentially the same. United States History, Geography and World History remain the core courses of the junior high school social studies curriculum. Although many schools offer a course entitled "Social Studies," the content replicates the content of the more traditional courses. Comparing the course offerings data and percent of school enrollment data for both census studies reveals no change in the social studies curriculum pattern in Illinois junior high schools.

High school enrollment dropped in the five year period between 1976-77 and 1981-82, and the proportion of students enrolled in all special studies courses combined decreased as well, but the proportion of students enrolled in the traditional social studies courses remained unchanged. Both census studies verify the dominance of eleventh grade, year-long, American History courses. Reinforced by tradition and state mandates, American History is the one course required by almost all Illinois high schools. Over 70 percent of the Illinois high schools require students to complete more than one unit of credit in social studies to graduate. Some of these courses are required and represent the traditional curriculum, but for the most part, students are free to choose from a range of elective courses. In general, larger schools offer more courses, but the maximum number of course offerings reported in the larger schools dropped 30 percent between 1976-77 and 1981-82.

The decline in secondary school enrollment in the five year period between the first and second census studies seems to have had little influence on the percent of students enrolling in social studies courses. A significant change may occur as a result of a General Assembly action in 1983, doubling the number of social studies units students must complete to graduate from high school. For school systems like Chicago, which require 3 social studies units, the legislation is likely to have little effect on course offerings and enrollment, but in almost half of the schools the requirements will need to be increased. The State Board of Education staff is currently reviewing Document 1 to make recommendations to Superintendent Gill reflecting changes brought about by the General Assembly.

Compliance with Mandates Required by Law

Schools appear to be complying with the letter of the law. The majority of schools are using courses outside the social studies curriculum as the

vehicle for complying with the consumer education mandate, usually business and home economics courses. In any case, few students take consumer education as a social studies course.

There is no question about school compliance with the American History mandate. State Board of Education Document 1 requires one unit (interpreted as one year), of American History or American History and Government. It would appear that most students are completing one full year before graduation, both at the junior high school and high school levels. Many of the courses reported by schools in the 1981-82 Census concern some aspect of American History, and many of them range from quarter to full year courses. The data from the census studies do not allow one to determine if schools are complying with the contextual requirements of the history mandate.

Evaluating the extent of instruction in patriotism and principles of representative government is more difficult than evaluating the history mandate. Junior and senior high school students are required to pass a proficiency test on the Declaration of Independence, the proper use and display of the American flag, the United States Constitution, and the Illinois Constitution. Local school districts establish the standards for complying with this particular requirement, and it has, in effect, became part of the locally determined graduation requirements. Although local school districts have the right of self-determination in complying with the mandate, they are using an unofficial but common instruction format to do so. (Solliday, 1983).

Secondary school districts typically write tests with knowledge level items on the topics comprising the unit(s) on the state and federal constitutions. Students are tested and retested until they obtain a score indicating at least a minimum level of proficiency on the content. The locally developed "Constitution Test," then, is an unofficial minimum competency test. It is the only minimum competency test acknowledged by the State Board of Education.

Appeal of Social Studies Course Offerings and Effect on Course Enrollment

Students are not selecting social studies course offerings to fulfill elective course requirements for graduation. The reasons students are selecting other elective courses may have little to do with the quality of social studies course offerings. Ellen White says students are avoiding academic courses in high school. Her comment is based on an analysis of transcripts for 8,800 high school students by Ohio State University and Johns Hopkins University. The transcripts revealed that academic track (usually college bound) students were taking 30% of their course work in non-academic subjects. Nearly 50 percent of the high school students were in the general track, allowing them to spend 40 percent of their class time outside of the traditional academic track. Since 1969, the percentage of credits granted to academic track students for English is down 6.6 percent, for math 4.3 percent, for social studies 6.3 percent and for foreign languages 3.3 percent (White, 1983). The Illinois census studies (1977 and 1982) show a trend of increasing enrollments in mathematics and foreign languages, but declines in English and social studies.

According to White, social studies suffers the greatest drop in enrollment. General track students are taking 18.6 percent fewer social studies courses. Only 5 percent of the high school students are enrolling in social problems courses such as Black History and Contemporary Problems. On the advice of school personnel, academic track students are taking courses like Sociology, Psychology and Economics to prepare them for college (White, 1983).

The recent legislation requiring at least two social studies units for high school graduation provides an opportunity to revive student interest in the social studies. The Problems of Democracy course may, in part, provide the mechanism to create a spark of interest in students. Through POD, students would analyze actual problems, issues, or conditions of vital importance to society and of immediate interest to them as they occur in life, and in their several aspects, political, economic, and sociology. If every student in Illinois took such a course, it would not only effect change in course offerings and enrollment, it would also impact on the nature and substance of social studies education in Illinois.

Looking at social studies education historically, from a national as well as a state perspective, there is no reason to believe that the number and type of course offerings and the proportion of course enrollments will change significantly over the next five year period. Declining enrollments will affect the number of students in the classroom but not the nature of the curriculum. The potential for change is in the hands of decision-makers in the General Assembly, the State Board of Education, school administrators and teachers, parents and the general public.

Implications

Throughout this report, reference has been made to information, research and conceptual writings to provide an appropriate knowledge base for understanding the results of the 1981-82 Illinois Census of Secondary School Course Offerings and Enrollments. Trends and patterns have been identified, described and analyzed to measure the impact on social studies education in Illinois today and in the foreseeable future. Although the teaching of social studies in Illinois is a unique phenomenon, a microcosm governed by law and tradition, it is also part of the macrocosm comprising the teaching of social studies in the 50 United States. The report wove the data from the 1981-82 census of Illinois schools into the broader pattern concerning social studies curriculum offerings and enrollments to give meaning to the data and depth to the pattern. This segment of the report has been reserved to reflect upon two important trends affecting the teaching of social studies in Illinois. They are the new scope and sequence recommendations of NCSS and the proposed outcome statements being considered by the Illinois State Board of Education.

Over a period of years, members of NCSS have been searching for a scope and sequence for social studies. In 1982, NCSS President James A. Banks commissioned John Jarolimek to form a task force to search for a scope and sequence for the social studies. The Task Force on Scope and Sequence made its official report to the NCSS Board and general membership at the 63rd Annual Meeting of NCSS on November 1, 1983. The NCSS Board of Directors voted to accept the study with the stipulation that the scope and sequence

recommendations developed by the task force be subjected to rigorous review and analysis by members of NCSS.

The recommendations of the Task Force are presented in Figure 1, column (6). There are four optional sequences of courses, and the study contains a description of the content of each course. Developing learning skills and democratic believes and values are two other important issues outlined and analyzed in the document. The recommendations of the NCSS Task Force on Scope and Sequence may be useful to the State Board in its review and revision of the state guidelines concerning social studies. The recommendations of the Task Force are sufficiently flexible enough to allow local school decision-makers to adapt the program to local needs and thorough enough to provide a structural foundation for social studies education in Illinois. School administrators and social studies teachers should read the report to gauge the current status of their respective social studies programs, grades K-12.

The State Board of Education has adopted recommendations from the State Superintendent of Education and the Committee to Define State Requirements for What Students Should Know and Be Able To Do. The recommendations define what children should know and be able to do as a consequence of their schooling. In addition to a set of general outcomes, the recommendations identify a series of general outcome statements for each of the fundamental areas listed in the State Board's working definition of schooling. Social studies was identified as one of the fundamental areas of learning.

The Board will seek action by the General Assembly and may ask the General Assembly to replace existing instructional mandates with the outcome statements. Each local school district would be responsible for developing specific objectives to implement the outcome statements and to provide the State Board of Education with evidence that students have the knowledge and skills identified in the learner outcome statements. If approved by the General Assembly, the outcome statements could have a significant effect on the social studies course offerings and enrollment patterns in Illinois secondary schools. It is too early to speculate on the impact of legislation concerning learner outcomes. The course offerings data from 1977 and 1982 show that the state's social studies course offerings and proportion of school enrollment have remained relatively stable. One can anticipate that the NCSS scope and sequence recommendations and the proposed outcome statements will have a positive effect on Illinois social studies education.

The Next Census

The third Illinois Census of Secondary School Course Offerings and Enrollments should continue to assess the impact of declining enrollments on course offerings in secondary schools. In addition, the next Census should provide some indication of the influence of the report of the National Commission on Excellence in Education; the NCSS report on scope and sequence in the Social Studies; and, the ISBE's outcome statements.

In addition, the State Board of Education should attempt to assess the content of existing social studies course offerings using the NCSS scope and sequence report as a guideline. Finally, the Board could use the NCSS report to guide Illinois secondary schools to review and revise course offerings and content to reflect the new learner outcome statements.

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